

<i>PROJECT WILD</i>		Alignment with Maryland Voluntary State Curriculum Grades PK-2 ⁱ				
Project Wild Activity	Grade	Page	Reading/ Language Arts	Social Studies	Science	Mathematics
<p>LEARNING TO LOOK, LOOKING TO SEE</p> <p>STUDENTS WILL DESCRIBE DIFFERENCES SEEN IN AN ENVIRONMENT AS THE RESULT OF CASUAL AND DETAILED OBSERVATION; AND GIVE REASONS FOR THE IMPORTANCE OF LOOKING CLOSELY AT ANY ENVIRONMENT.</p> <p>NOTE: THIS ACTIVITY CAN INVOLVE ART.</p>	K-8	278	<p>[potential exists to learn new vocabulary:</p> <p>1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary through exposure to a variety of texts].</p> <p>4.0 Writing: 2 (a) Compose oral, written, and visual presentations (drawing; journals).</p> <p>6.0 Listening: attend & respond to the speaker; asking questions; summarizing; following a set of directions.</p>	None	<p>1.0 Skills & Processes A. Constructing Knowledge; C. Communicate Scientific Information.</p> <p>Kindergarten 3.0 Life Science. A. Diversity of Life: 1. Observe familiar animals & plants to discover patterns of similarity & differences.</p> <p>Grade 1 3.0 Life Science. A. Diversity of Life: 1. External features of plants and animals help them survive in different environments; 2. All organisms are made of parts that help them carry out the basic functions of life: a-c.</p> <p>[potential exists to meet Grades K-2: 6.0 Environmental Science. B. Environmental Issues: 1. Identify “natural” resources – when making observations]</p>	None

Project Wild Activity	Grade	Page	Reading/ Language Arts	Social Studies	Science	Mathematics
WHAT'S THAT HABITAT? STUDENTS WILL IDENTIFY THEIR OWN BASIC OR NEEDS FOR FOOD, WATER, SHELTER AND SPACE IN A SUITABLE ARRANGEMENT; AND GENERALIZE THAT WILDLIFE AND OTHER ANIMALS HAVE SIMILAR BASIC NEEDS. NOTE: THIS ACTIVITY CAN INVOLVE ART.	2-3	56	1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary. 4.0 Writing: 2 (a) Compose oral, written, and visual presentations (drawing; journals). 6.0 Listening: attend & respond to the speaker; asking questions; summarizing; following a set of directions.	None	1.0 Skills & Processes C. Communicate Scientific Information Kindergarten 3.0 Life Science: E. Flow of Matter and Energy: 1. How living things satisfy basic needs for growth and survival (habitat; feeding; acquiring water); F. Ecology (habitats). Grade 2. 3.0 Life Science: F. Ecology: (habitats). 6.0 Environmental Science: A. Natural Resources and Human Needs (natural resources are used to meet human needs).	None
TO CLOSE FOR COMFORT STUDENTS WILL DESCRIBE POSSIBLE NEGATIVE CONSEQUENCES FOR PEOPLE AND WILDLIFE UNDER CONDITIONS OF CROWDING, AND IDENTIFY WAYS PEOPLE CAN BEHAVE IN ORDER TO REDUCE NEGATIVE CONSEQUENCES OF CROWDING FOR WILDLIFE.	K-4	300	None	Grades K – 2 3.0 Geography D. Modifying & Adapting the Environment.	Grades K – 2 6.0 Environmental Science: B. Environmental Issues: 1. Identify “natural” resources; caring for natural resources is important; people affect the environment.	3.0 Knowledge of Measurement: B. Measurement Tools: Grade 1 Measure in customary units; Grade 2-3: Measure in customary & metric.

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ENVIRONMENTAL BAROMETER STUDENTS WILL OBSERVE AND COUNT WILDLIFE IN AN AREA, DISCUSS WHY WILDLIFE IS OR IS NOT PRESENT, AND CONSIDER WAYS IN WHICH THE PRESENCE OF WILDLIFE CAN BE SEEN AS AN INDICATOR OF ENVIRONMENTAL QUALITY	PK-4	77	1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary. 4.0 Writing: 2 (a) Compose oral, written, and visual presentations (drawing; journals);	None	1.0 Skills & Processes A. Constructing Knowledge; C. Communicate Scientific Information. Kindergarten 3.0 Life Science. A. Diversity of Life: 1. Observe familiar animals & plants to discover patterns of similarity & differences; E. Flow of Matter and Energy: 1. How living things satisfy basic needs for growth and survival (habitat; feeding; acquiring water); F. Ecology (habitats). Grade 2. 3.0 Life Science: F. Ecology: (habitats). 6.0 Environmental Science: A. Natural Resources and Human Needs (natural resources are used to meet human needs); [potential exists to meet Grades K-2 6.0 Environmental Science. B. Environmental Issues: 1. Identify “natural” resources – when making observations].	None

<i>PROJECT WILD - AQUATIC</i>		Alignment with Maryland Voluntary State Curriculum Grades PK-2 ⁱ				
Project Wild-Aquatic Activity	Grade	Page	Reading/ Language Arts	Social Studies	Science	Mathematics
FASHION A FISH STUDENTS WILL CLASSIFY FISH ACCORDING TO BODY SHAPE AND COLORATION. NOTE: THIS ACTIVITY INVOLVES ART.	K-4+	56	1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.	None	1.0 Skills & Processes A. Constructing Knowledge; B. Applying Evidence and Reasoning; C. Communicate Scientific Information. Kindergarten 3.0 Life Science. A. Diversity of Life: 1. Observe animals/plants to discover patterns of similarity & differences; D. Evolution: 1. Different kinds of living things live in different places: a & c. E. Flow of Matter and Energy: 1. How living things satisfy basic needs for growth and survival; F. Ecology: (habitats). Grade 1 3.0 Life Science. A. Diversity of Life: 1. External features help plants & animals survive in different environments; 2. All organisms are made of parts that help carry out the functions of life: a-c.; E. Flow of Matter and Energy 1: Animals depend on plants & on each other: predator/prey. Grade 2. 3.0 Life Science. F. Ecology (habitats).	None

Project Wild-Aquatic Activity	Grade	Page	Reading/ Language Arts	Social Studies	Science	Mathematics
ARE YOU ME? K-4 STUDENTS WILL RECOGNIZE VARIOUS YOUNG STATES OF AQUATIC ANIMALS AND MATCH THEM WITH CORRESPONDING ADULT STAGES [METAMORPHOSIS].	K-4	2	1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.	None	1.0 Skills & Processes: A. Constructing Knowledge; B. Applying Evidence and Reasoning; C. Communicate Kindergarten 3.0 Life Science A. Diversity of Life: 1. Observe a variety of familiar animals and plants to discover patterns of similarity and difference among them; C. Genetics: 1. Observe, describe and compare life cycles of animals and plants. Grade 2 3.0 Life Science C. Genetics: 1. Explain identifiable stages in the life cycles (growth, reproduction, and death) of plants and animals.	None
PLASTIC JELLYFISH STUDENTS WILL DESCRIBE THE POTENTIAL EFFECTS OF PLASTIC WASTE ON AQUATIC WILDLIFE AND HABITAT, AND IDENTIFY SPECIFIC ACTIONS THEY CAN TAKE TO HELP REMEDY THE PROBLEM.	K-4	128	1.0 General Reading Processes: Vocabulary D. Vocabulary. Develop and apply vocabulary.	Grade 1-2 3.0 Geography: D. Modifying & Adapting the Environment (human needs; litter; destroying /altering habitat; transportation, housing, and making a living; protecting the environment). Grades 1-2 1.0 Political Science	1.0 Skills & Processes: A. Constructing Knowledge; B. Applying Evidence and Reasoning; C. Communicate Scientific Information. Grade 2 6.0 Environmental Science A. Natural Resources and Human Needs (natural resources are	6.0 Knowledge of Number Relationships & Computation. C. Number Computation: (add, subtract, multiply, divide). 7.0 Processes of Math Relate or apply mathematics within the discipline, to other disciplines, and to life (a-d).

				C. Protecting Rights & Maintaining Order (rights, responsibilities & making choices about maintaining a clean & safe environment; identifying concerns in the community & ways to take action).	used to meet human needs; conservation); Kindergarten – Grade 2: B. Environmental Issues: 1. Identify “natural” resources; caring for natural resources is important; people affect the environment.	
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ⁱ Activities meet standards as noted. When a standard is listed without notation, the activity meets the standard fully for all applicable grades for that activity.